

California Department of Education
School Accountability Report Card
Reported Using Data from the 2014–15 School Year
Published During 2015–16

Oak Park Preparatory Academy

Address: 2315 34th St., Sacramento, CA 95817 **Phone:** (916) 533-4861
Principal: Annie Cervenka **Grade Span:** 7-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

District Contact Information – Most Recent Year

District Name	Sacramento City Unified School District
Phone Number	(916) 643-9000
Superintendent	Jose Banda
E-mail Address	superintendent@scusd.edu
Web Site	www.scusd.edu

School Contact Information – Most Recent Year

School Name	Oak Park Preparatory Academy
Street	2315 34th St.
City, State, Zip	Sacramento, CA, 95817
Phone Number	(916) 533-4861
Principal	Annie Cervenka
E-mail Address	acervenka@oakparkprep.org
Web Site	www.oakparkprep.org
County-District-School (CDS) Code	34 67439 0125591

School Description and Mission Statement – Most Recent Year

Oak Park Prep was founded in 2012-13 upon the belief that ALL STUDENTS, regardless of their background or circumstances, can achieve at the highest academic levels and erase the achievement gap within our community. Our unwavering belief in the power and potential of our students means that Oak Park Prep's stakeholders are exceptional in who we are and how we act.

Mission

To graduate self-motivated, industrious, critically thinking leaders who are committed to serving others, passionate about life-long learning and prepared to earn a degree from a four-year college.

Student Enrollment by Grade Level (School Year 2014–15)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	63
Grade 8	71
Ungraded Elementary	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	134

Student Enrollment by Student Group (School Year 2014–15)

Student Group	Percent of Total Enrollment
Black or African American	68.7
American Indian or Alaska Native	0.7
Asian	1.5
Filipino	0
Hispanic or Latino	20.9
Native Hawaiian or Pacific Islander	0
White	3
Two or More Races	5.2
Socioeconomically Disadvantaged	82.1
English Learners	11.2
Students with Disabilities	10.4
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2013–14	School 2014–15	School 2015–16	District 2015–16
With Full Credential	6	6	5	1826
Without Full Credential	0	1	2	26
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013–14	2014–15	2015–16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	2
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014–15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	95.95	4.05
High-Poverty Schools in District	95.74	4.26
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials – 2014-15

Year and month in which the data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Current information pending. In addition, the school utilizes teacher created and online materials.	No	0.0
Mathematics	Current information pending. In addition, the school utilizes teacher created and online materials.	No	0.0
Science	Current information pending. In addition, the school utilizes teacher created and online materials.	No	0.0
History-Social Science	Current information pending. In addition, the school utilizes teacher created and online materials.	No	0.0
Foreign Language	N/A	N/A	0.0
Health	N/A	N/A	0.0
Visual and Performing Arts	N/A	N/A	0.0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements – 2015-16

Overall, the facility is in good condition. Repairs are needed in the following areas:

- Roof repairs (ongoing for leaks)
- Broken sidewalk
- Other minor repairs

School Facility Good Repair Status – 2015-16

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month in which the data were collected: June 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Ongoing repairs (as needed for leaks)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Tripping hazard in cement repaired

Overall Facility Rate – Most Recent Year

Year and month in which the data were collected: June 2016

Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014–15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/ Literacy (grades 3-8 and 11)	31	35	44
Mathematics (grades 3-8 and 11)	25	28	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results – English Language Arts
Disaggregated by Student Groups, Grades Three through Eight and Eleven
(School Year 2014–15)

ELA - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	56	55	98.2	42	27	27	4
Male		30	53.6	43	37	20	0
Female		25	44.6	40	16	36	8
Black or African American		38	67.9	39	32	26	3
American Indian or Alaska Native		0	0	0	0	0	0
Asian		1	1.8	--	--	--	--
Filipino		0	0	0	0	0	0
Hispanic or Latino		12	21.4	42	17	33	8
Native Hawaiian or Pacific Islander		0	0	0	0	0	0
White		4	7.1	--	--	--	--
Two or More Races		0	0	0	0	0	0
Socioeconomically Disadvantaged		42	75	43	26	26	5
English Learners		7	12.5	--	--	--	--
Students with Disabilities		5	8.9	--	--	--	--
Students Receiving Migrant Education Services		0	0	0	0	0	0
Foster Youth		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

ELA - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	65	64	98.5	22	47	27	5
Male		28	43.1	36	39	21	4
Female		36	55.4	11	53	31	6
Black or African American		41	63.1	29	46	20	5
American Indian or Alaska Native		1	1.5	--	--	--	--
Asian		1	1.5	--	--	--	--
Filipino		0	0	0	0	0	0
Hispanic or Latino		14	21.5	7	57	29	7
Native Hawaiian or Pacific Islander		0	0	0	0	0	0
White		0	0	0	0	0	0
Two or More Races		7	10.8	--	--	--	--
Socioeconomically Disadvantaged		54	83.1	24	44	28	4
English Learners		7	10.8	--	--	--	--
Students with Disabilities		8	12.3	--	--	--	--
Students Receiving Migrant Education Services		0	0	0	0	0	0
Foster Youth		--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

CAASPP Assessment Results – Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014–15)

Mathematics - Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	56	55	98.2	55	25	13	7
Male		30	53.6	57	30	10	3
Female		25	44.6	52	20	16	12
Black or African American		38	67.9	53	29	13	5
American Indian or Alaska Native		0	0	0	0	0	0
Asian		1	1.8	--	--	--	--
Filipino		0	0	0	0	0	0
Hispanic or Latino		12	21.4	50	17	17	17
Native Hawaiian or Pacific Islander		0	0	0	0	0	0
White		4	7.1	--	--	--	--
Two or More Races		0	0	0	0	0	0
Socioeconomically Disadvantaged		42	75	52	26	14	7
English Learners		7	12.5	--	--	--	--
Students with Disabilities		5	8.9	--	--	--	--
Students Receiving Migrant Education Services		0	0	0	0	0	0
Foster Youth		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Mathematics - Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	65	64	98.5	36	34	17	13
Male		28	43.1	50	18	14	18
Female		36	55.4	25	47	19	8
Black or African American		41	63.1	46	34	10	10
American Indian or Alaska Native		1	1.5	--	--	--	--
Asian		1	1.5	--	--	--	--
Filipino		0	0	0	0	0	0
Hispanic or Latino		14	21.5	21	29	29	21
Native Hawaiian or Pacific Islander		0	0	0	0	0	0
White		0	0	0	0	0	0
Two or More Races		7	10.8	--	--	--	--
Socioeconomically Disadvantaged		54	83.1	35	33	19	13
English Learners		7	10.8	--	--	--	--
Students with Disabilities		8	12.3	--	--	--	--
Students Receiving Migrant Education Services		0	0	0	0	0	0
Foster Youth		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8, and 10)		96	77	49	53	47	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014–15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	47
All Students at the School	77
Male	76
Female	77
Black or African American	69
American Indian or Alaska Native	
Asian	--
Filipino	
Hispanic or Latino	85
Native Hawaiian or Pacific Islander	
White	
Two or More Races	--
Socioeconomically Disadvantaged	80
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014–15)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
7	22.2	20.4	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement – Most Recent Year

Oak Park Prep established a School Site Council in 2014-15 that met throughout the school year to address specific Title I/No Child Left Behind issues and requirements. The school worked throughout the year to increase parent involvement moving into 2015-16.

St. HOPE Public Schools has developed a written Parental Involvement Policy that is available to all parents. The Policy outlines the importance of parental involvement at all levels of education, how information is disseminated to parents regarding the school's and their child's performance, and how parents can become involved in their children's education. The Parental Involvement Policy is available in the Oak Park Prep front office or may be printed from the Oak Park Prep website.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	24.64	22.86	19.72	6.57	4.88	6.1	5.07	4.36	3.8
Expulsions	0	0	0	0.02	0.03	0.02	0.13	0.1	0.09

School Safety Plan – 2014-15

Oak Park Prep has established a comprehensive emergency response plan designed to respond to all anticipated emergency situations that might arise, whether natural events or man-made. The plan is reviewed each year by the security department.

In addition to the above mentioned emergency response plan, Oak Park Prep has in place the following policies and procedures to ensure safety and security on campus:

- Expectations for student conduct and behavior including the Commitment to Excellence Contract and dress code
- Discrimination and harassment policy
- Disciplinary procedures including levels of discipline, suspension, expulsion and expulsion process
- Complaint procedure and policy

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014–15)

AYP Criteria	School	District
Made AYP Overall	Yes	Yes
Met Participation Rate – English Language Arts	Yes	Yes
Met Participation Rate – Mathematics	Yes	Yes
Met Percent Proficient – English Language Arts	N/A	N/A
Met Percent Proficient – Mathematics	N/A	N/A
Met Attendance Rate	Yes	N/A
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2015–16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2008-2009
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	53
Percent of Schools Currently in Program Improvement	N/A	79.1

Note: Cells with N/A values do not require data.

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32	0	8	0	31	0	14	0	27	0	10	0
Mathematics	32	0	4	0	31	0	8	0	27	0	10	0
Science	32	0	2	0	31	0	4	0	27	0	5	0
Social Science	32	0	2	0	31	0	4	0	27	0	5	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014–15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.33	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	1.75	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	Data Pending	Data Pending	Data Pending	Data Pending
District	N/A	N/A	4,556	65,695
Percent Difference – School Site and District	N/A	N/A	Data Pending	Data Pending
State	N/A	N/A	5,348	72,971
Percent Difference – School Site and State	N/A	N/A	Data Pending	Data Pending

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014–15)

Enrichment Wednesday's

Every Wednesday Oak Park Prep staff and students will be on an alternate schedule to provide time for teacher professional development and student enrichment. Enrichment classes will include music, dance and various forms of art. Enrichment classes are considered a privilege and not a right. Therefore students who do not meet Oak Park Prep's behavioral expectations during the week or during enrichment classes will not be allowed to attend enrichment and will attend Academic Extension instead where they will complete character education work.

Study Hall and Professional Work Support

Oak Park Prep students are welcome to stay in Study Hall after first dismissal to study, work on Professional Work, or seek help from teachers. Students are not permitted to stay on campus to hang out, socialize, or wait for friends who have been assigned Professional Work Club or detention. A quiet study space will be provided to these students.

Teacher and Administrative Salaries (Fiscal Year 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	39,885	43,165
Mid-Range Teacher Salary	52,419	68,574
Highest Teacher Salary	86,028	89,146
Average Principal Salary (Elementary)	100,430	111,129
Average Principal Salary (Middle)	102,617	116,569
Average Principal Salary (High)	118,237	127,448
Superintendent Salary	245,000	234,382
Percent of Budget for Teacher Salaries	33	38
Percent of Budget for Administrative Salaries	6	5

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development – Most Recent Three Years

All teachers participate in weekly professional development (PD) sessions. Topics include: instructional strategies, content specific topics (i.e., standards), test preparation, and school culture.

In addition to schoolwide PD, core subject areas and grade levels may meet to discuss curriculum, content and instructional strategies.

Administrators also provide formal and informal classroom observations as part of professional development. A rubric has been created to assess classroom objectives, but observations also allow for individualized feedback for teacher development.

Finally, teachers begin the school year several weeks prior to the first day of school by attending an extensive PD program on campus.